



TEACHING COMPETENCY OF B.ED TRAINEES AMONG THIRUVANAMALAI DISTRICT

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Introduction:

Teachers often work with students from varied ethnic, racial, and religious backgrounds. With growing minority populations in most parts of the country, it is important for teachers to work effectively with a diverse student population. Accordingly, some schools offer training to help teachers enhance their awareness and understanding of different cultures. Teachers may also include multicultural programming in their lesson plans, to address the needs of all students, regardless of their cultural background.

In recent years, site-based management, which allows teachers and parents to participate actively in management decisions regarding school operations, has gained popularity. In many schools, teachers are increasingly involved in making decisions regarding the budget, personnel, textbooks, curriculum design, and teaching methods.

TEACHING COMPETENCY:

David G. Rayns, (1969) described the two types of teacher competencies, "Teaching is complex and many-sided, demanding a variety of human traits and abilities. These may be grouped in to two major categories-first, those involving the teacher's mental abilities and skills, his understandings of psychological and educational principles and his knowledge of general and specific subject-matter to be taught and second, those qualities stemming from the teacher's personality, his interests, attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like".

CHARACTERISTICS OF COMPETENT TEACHER:

The teacher plays a pivotal role in teaching-learning process. Despite an enormous amount of available research findings on the subject of teacher behaviour to effectiveness no universally acceptable formula can be given to define an 'effective teacher'.

Teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgements, and adequate personal adjustment of pupils.

SIGNIFICANCE OF THE STUDY:

Communicative behaviour is not a simple term rather in which we can have all the pedagogical dimensions. Communication is the way by which one can share his / her ideas with others. The message conveyed by the teacher or educational media may be verbal or visual and the receiver may listen or react. So with all his positive behaviour, a should teach a concept- so this is the right time to study their communicative behaviour and teaching competency. So the investigator wants to study the following problem.

Teaching Competency is complex and many-sided, demanding a variety of human traits and abilities. Also includes the subject knowledge and the psychological principles of a teacher. Subject knowledge may help a teacher to be competent but not always. Even if the students are adult, we need motivation and all other psychological principles: When we consider the psychological traits of a teacher, we need to know their communicative behaviour.

1.25 STATEMENT OF THE PROBLEM:

"TEACHING COMPETENCY OF B.ED TRAINESS AMONG THIRUVANAMALAI DISTRICT"

1.26 OPERATIONAL DEFINITIONS:

Teaching Competency:

As the process by which a person helps other people to learn. Teaching helps people gain the knowledge and attitudes they need to be responsible citizens, earn a living and lead a useful and rewarding life. It also provides the chief means of passing knowledge to the next generation. The world would change greatly as humanity lost the knowledge, skills, and ideals inherited from past generations.

B.Ed. Trainees:

By high school teacher, here the investigator means that, those who are handling IX and X standards are called as B.Ed Trainees.

Thiruvanamalai Educational District:

Utsilampatti is an Educational district coming under Madurai Revenue District.

OBJECTIVES OF THE STUDY:

General Objectives:

1. To find out the level of teaching competency of B.Ed Trainees .

Specific Objectives:

TEACHING COMPETENCY:

- 2.1 To find out the level of teaching competency of B.Ed Trainees.

- 2.2 To find out whether there is any significant difference between male and female B.Ed Trainees in their teaching competency.

- 2.3 To find out whether there is any significant difference between the unmarried and married high school teaches in their teaching competency.

NULL HYPOTHESES:

- 1.1 There is no significant difference between male and female B.Ed Trainees in their Teaching Competency.

- 1.2 There is no significant difference between the unmarried and married high school teaches in their Teaching Competency.

LIMITATIONS OF THE STUDY:

1. The study has been limited to only Thiruvanamalai educational district.
2. Sample for the study is limited to 200 B.Ed Trainees only.
3. Eventhough there are many dimensions in teaching competency, the investigator has taken only eight dimensions of teaching competency.

Objectives:

To find out the level of teaching competency of B.Ed Trainees.

TABLE.1: LEVEL OF TEACHING COMPETENCY OF B.ED TRIANESS

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Teacher behavior	34	17.0	140	70.0	26	13.0
Professional competency	32	16.0	154	77.0	14	7.0
Personality traits	27	13.5	153	76.5	20	10.0
Teaching competency in Total	36	18.0	145	72.5	19	9.5

It is inferred from the above table that the 17% of high B.Ed Trainees have low, 70% have moderate and 13% have high level of teacher behaviour. It is inferred from the above table that the 16% of high B.Ed Trainees have low 77% have moderate and 7% have high level of teacher behaviour. It is inferred from the above table that the 13.5% of high B.Ed Trainees have low, 76.5% have moderate and 10% of them have high personality traits. It is inferred from the above table that the 18% of high B.Ed Trainees have low, 72.5% have moderate and 9.5% have high level of teaching competency in total. There is no significant difference between male and female high B.Ed Trainees in their teaching competency.

HYPOTHESIS:

Hypothesis:1

There is no significant difference between male and female B.Ed Trainees in

their Teaching Competency

TABLE 2: DIFFERENCE BETWEEN MALE AND FEMALE HIGH B.ED TRAINEES IN THEIR TEACHING COMPETENCY

Dimensions	Male (82)		Female (118)		Calculated t-value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Teacher behavior	48.82	5.79	43.85	5.17	0.04	NS
Professional competency	36.26	5.87	36.27	5.09	0.02	NS
Personality traits	47.65	7.66	47.39	7.76	0.23	NS
Teaching competency in total	132.72	15.64	132.51	14.74	0.10	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female high B.Ed Trainees in their teacher behaviour, professional competency, personality traits and teaching competency in total.

Null hypothesis: 2

There is no significant difference between the unmarried and married high school teachers in their Teaching Competency.

TABLE 3: DIFFERENCE BETWEEN UNMARRIED AND MARRIED HIGH B.ED TRAINEES IN THEIR TEACHING COMPETENCY

Dimensions	Rural (125)		Urban (75)		Calculated t-value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Teacher behavior	40.29	5.90	49.75	4.40	1.99	S
Professional competency	36.22	5.85	36.33	4.63	0.15	NS
Personality traits	47.53	8.09	47.44	7.06	0.08	NS
Teaching competency in total	132.04	16.75	133.86	11.86	0.73	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between rural and urban high B.Ed Trainees in the teacher behaviour in teaching competency. But there is no significant difference between unmarried and married B.Ed Trainees in their professional competency, personality traits and teaching competency in total.

RECOMMENDATIONS FOR ADMINISTRATORS:

- Orientation programmes are conducted to the pupils which should improve the pupils social interaction.
- Students should be motivated and encouraged to use library resources not only enhance their knowledge but also understand the various kinds of people and their relationship.
- Students should be motivated to participate co-curricular activities.
- The curriculum should be framed according to the needs of pupils and give attention to each and every students.
- The administrators should help to develop the students inter personal relationship and intrapersonal relationship by conducting various seminar and symposium.

RECOMMENDATION FOR TEACHERS:

- The teacher should read voraciously in many kinds of book which may be specific of their subjects that definitely helpful to enrich their teaching competency.
- The teacher should understand the four kinds of learner innovative, analytic common sense and dynamic learner.

Conclusion:

Special talks can be arranged to develop the social intelligence of the teachers. Pre-teaching experience should be organized in a systematic manner and utilize various kinds of methodologies tact is for their fluent communicating their ideas and views. Workshops, seminars may be arrange for the teachers.

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